

**AN INVESTIGATION OF TEACHER ATTRITION
RELATIVE TO TEACHER SATISFIERS, DISSATISFIERS,
AND SELECTED DEMOGRAPHIC VARIABLES**

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**BY
RENE'E NUCKOLS SHACKELFORD**

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ABSTRACT

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Shackelford, Rene'e N. B.A. Clark College, 1971
M.A. Atlanta University, 1982

AN INVESTIGATION OF TEACHER ATTRITION RELATIVE TO TEACHER SATISFIERS, DISSATISFIERS, AND SELECTED DEMOGRAPHIC VARIABLES

Advisor: Dr. Philip A. Bradley

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The purpose of this study was to analyze the perceptions of exiting teachers from a metropolitan school system on the importance of various satisfiers and dissatisfiers as they relate to specific demographic variables and the teachers' professional or personal reasons for resigning. An examination of the perception of the school climate and the administrative support from the principal was also included.

The sample for this study consisted of 294 departing teachers from one metropolitan school system. All participants were full-time teachers from elementary and high schools that had resigned at the end of the 1990-91 school year. 151 teachers responded to the survey.

Results indicated no significant relationships were found between teacher satisfiers and dissatisfiers and age, sex, race, grade taught and years of experience. Teacher qualifications was found to be significantly related to the teachers' rating of the importance of satisfiers but was not found to be significant with teachers' rating of the importance of dissatisfiers.

School climate was not found to be significantly related to departing teachers' personal or professional reasons for resigning. Administrative support, however, was found to be significant to the teachers' personal and professional reasons for resigning.

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CHAPTER 1

INTRODUCTION

Teaching is the most important profession in our nation. A Nation at Risk, a report written by the National Commission on Excellence in Education, states:

A high level of shared education is essential to a free, democratic society and to the fostering of a common culture, especially in a country that prides itself on pluralism and individual freedom. For our country to function, citizens must be able to reach some common understandings on complex issues, often on short notice and on the basis of conflicting or incomplete evidence.

Teachers help form these understandings. A national commitment to education, according to the Commission, is an investment in the future. The kind of society that we want to live in and what we want our children to be in the future, depends on education. There is no more important work for our society than teaching.

Despite the current national commitment to education, today's comparatively higher salaries, and the numerous reforms seen nationwide, our nation's educational community continues to be in a state of disarray. In addition, many of the nation's teachers continue to abandon the profession.

This dissertation addressed the problem of teacher attrition as it related to exiting teachers from a metropolitan school district.

Purpose of the Study

Specifically, the intent of this research was to examine and analyze the perceptions of exiting teachers from the school district on the importance of various satisfiers and dissatisfiers relative to teacher attrition.

An analysis regarding perceptions of the administrative support of the principal and the school climate was also included as they relate to personal and/or professional reasons for leaving the teaching profession. Additionally, this study was designed to determine if there were relationships between teacher satisfiers and dissatisfiers as they relate to demographic variables. The satisfiers and dissatisfiers were examined in relationship to demographic descriptors such as educational qualifications, sex, race, age, teaching level, and years of experience.

More specifically, satisfiers and dissatisfiers were gleaned from the literature and respondents were asked to rate the satisfiers and dissatisfiers about which they felt strongest.

Background

One of the well-documented facts about the United States is that teaching is an occupation that is characterized by high turnover rates (Mason, 1961; Davis, 1965; Hunter, n.d.; Pavalko, 1965; Pavalko, 1970; Murnane, 1987; Haggstrom, Darling-Hammond & Glover, 1988). There appears to be a consensus that a significant number of today's public school

teachers are dissatisfied and that as many as one out of every four will eventually make an early exit from the classroom (Charters, 1970; Mark and Anderson, 1978.). Other studies show even more drastic statistics. Murnane (1987) reports that of the 13,000 teachers who began to teach in public schools in Michigan during the early 1970s, 15% of this group stopped teaching before their second year in the classroom. Almost half, 44%, had left the teaching profession by their sixth year.

This rate of attrition is not atypical. Numerous studies examining teacher attrition in different geographical regions of the country and during different time periods indicate very similar patterns (Elsbree, 1928; Charters, 1970; Greenberg and McCall, 1973; Willett & Singer, 1991).

In the state of Georgia, the highest rate of attrition was seen in 1980 when Georgia school systems had to replace more than 7,000 of its 60,000 teachers. Since that time, numerous Georgia teachers have left their individual systems yearly (Darden, 1981). This high rate of attrition has also resulted in the hiring of specialized personnel by the Georgia State Department of Education during the 1979-80 school year to work specifically in the area of teacher recruitment. These specialists have helped, but have not yet resolved a very trying and difficult situation.

This exodus from the classroom is exacerbated even further by a severe teacher shortage. It is general

knowledge that math and science teachers are in short supply. This, however, is only part of a larger problem. School systems in many areas have found it difficult to recruit teachers in a number of fields. Once again, many states are finding it necessary to issue emergency certificates to fill classrooms. Some districts are also assigning teachers outside of their areas of expertise (Haggstrom, Darling-Hammond, Grissmer, 1988).

The state of Georgia has not escaped the severe shortage. Besides a 50% decline of college graduates with degrees in education during the last decade (Edge, 1981), many of the education graduates go into other careers (Hawley, 1986). Both the number and the proportion of college students preparing to teach have declined dramatically.

In most school systems, the responsibility for employing teachers and processing paperwork for the exiting teachers lies with the department of personnel. Personnel employees in the surveyed school system are witnessing the same attritional rates and teacher shortages that other districts are seeing statewide and nationally. Of a total teaching force of approximately 5,000 people in one particular teaching jurisdiction, the annual attrition rate has been as high as 22% - which indicates that approximately one of every five teachers had to be replaced.

Statement of the Problem

Clearly, the attrition of teachers is a major problem in most jurisdictions. This problem is exacerbated when combined with the current teacher shortage. It is most important to identify the determining factors of this national exodus.

As a means to that end, this study was designed to identify the importance of the teachers' rating of specific satisfiers and dissatisfiers and their relationship with the following demographic variables: age, sex, race, teacher qualifications, teaching assignment, and the teachers' years of experience.

The research also investigated the relationship between teachers' personal or professional reasons for leaving teaching and the perceived administrative support the teacher received while employed. The teachers' perception of the school climate was also be examined.

Significance of the Study

The researcher, an elementary principal, felt it was significantly critical for this problem to be investigated. As an administrator in a local elementary school, the researcher is concerned with the impact that high teacher turnover has on the students and on the remaining faculty. Hanushek (1972), McNamara et al. (1977), and Murnane (1987) have found that student achievement and attendance behavior is associated with teacher stability. Schools

which have a stable teaching population tend to have low percentages of neophyte teachers. These schools also have fewer incidents of teacher discontent - discontent that could very easily spill over into the classroom.

Just how fast are teachers exiting the field and exactly why are they leaving the profession? Previous research examining the rate at which teachers leave the teaching profession reveals that one out of every four teachers will eventually change to another career (Charters, 1970; Mark and Anderson, 1978).

In a study conducted by Mirabile (1983), the following twelve motivating factors were ranked according to the respondents' perception of their importance in making the transition from teaching to business:

1. personal or professional growth
2. greater opportunity to use your abilities
3. wages/salary
4. the particular company chosen
5. having impact on the organization
6. communication (feeling that there is good communication between peers and other levels of the organization)
7. status/prestige
8. working conditions (physical environment, travel)
9. other benefits (insurance, medical, savings/

investment)

10. job security
11. the supervision that would be received
12. the hours

Di Geronimo (1985), as superintendent of a small California school district, sees teacher boredom as the hidden factor behind the decision that makes many staff members desirous of leaving the profession early. Teachers who have taught the same grade and same subject for years allow boredom to become a primary factor in burnout.

Weller (1982) theorizes that the major causes of stress and dissatisfaction among teachers (which lead to turnover) are people problems and suggests utilizing A. H. Maslow's hierarchy of basic human needs theory as a useful vehicle. The satisfaction of the six interrelated basic needs (physiological; safety and security; love and affiliation; esteem; knowledge and understanding; and self-actualization) would reduce dissatisfaction and ultimately reduce turnover.

It is interesting to note that teacher attrition has been a source of concern with educators for quite some time. Elsbree (1928) cites salary as one of the most important single factors in producing teacher turnover. Investigations through the years have reiterated this conclusion (Charters, 1956; Baggett, 1982; Aft, 1983; Hawley, 1986).

Herzberg (1966), proposed the motivation-hygiene theory which suggests there is one set of factors which contributes to job satisfaction and a separate set of factors which contributes to job dissatisfaction. These sets are mutually exclusive. Herzberg's research further suggests that if workers do not view these factors positively, they then may become dissatisfied, unproductive and may eventually leave. Interestingly enough, hygiene factors do not motivate performance; they merely prevent job dissatisfaction.

Sergiovanni (1967) replicated Herzberg's study, and though he found some differences, supported the Herzberg conclusion.

Nationally, however, less emphasis has been given to values between those who leave teaching and those who remain in the field. In part, the magnitude and character of the attritional incentives and disincentives are difficult to specify because frequent national policy changes keep the situation constantly in flux. State policies vary enormously, as do market conditions (Greenberg & McCall, 1973). Thus, the specific characteristics of the reasons for attrition vary from state to state and from school system to school system.

It is hoped that the problem of teacher attrition will continue to be studied so that educators will better understand those variables which encourage teachers to stay in teaching. Policy implications for school administrators

and other school officials may also be gleaned from this research. School officials may want to decrease teacher attrition in order to lower the costs associated with recruiting new personnel and also to retain high quality teachers.

Studying this problem can further the understanding of being a teacher and help others to better comprehend the pressures associated with classroom teaching. This, in turn, may yield implications for school administrators, curriculum designers, career counselors and teacher preparation institutions.

If the data generated from this study can be used to bring about an effective means of maximizing teaching satisfiers and minimizing teaching dissatisfiers, it is plausible to expect a lower rate of attrition for school systems and also to enjoy the benefits of higher faculty morale throughout entire systems. With these two items in place, it is also reasonable to expect that a more satisfied teacher will be a more effective teacher. Thus, the assumption is that a more effective teacher will generate higher student achievement.

Research Questions

The research questions that guided this study were:

1. Is there a significant relationship between teachers' rating of importance of the selected satisfiers and the

demographic variables affecting former teachers from a suburban metropolitan school system?

2. Is there a significant relationship between teachers' rating of importance of the selected dissatisfiers and the demographic variables affecting former teachers from a suburban metropolitan school system?

3. Is there a significant relationship between those leaving teaching for personal reasons in a metropolitan school system and their perception of the administrative support of the principal?

4. Is there a significant relationship between those leaving teaching for personal reasons in a metropolitan school system and their perception of the school climate?

5. Is there a significant relationship between those leaving teaching for professional reasons in a metropolitan school system and their perception of the administrative support of the principal?

6. Is there a significant relationship between those leaving teaching for professional reasons in a metropolitan school system and their perception of the school climate?

Summary

The National Center for Educational Statistics (NCES) estimates that between the years 1989 and 1993, our nation will need about one million new teachers. The quality of the teacher work force is influenced, not only by who enters

teaching but is far more influenced by those teachers who remain in the teaching profession.

Chapter 2

Review of Related Research

Throughout its history, the teaching profession has continued to lose some of the most talented and experienced teachers. Reportedly, teachers are entering the field and are motivated to teach to serve mankind. These educators teach because they also love the interaction with children (Jackson, 1988). Somehow, we continue to lose our teachers in record numbers to other professions (Berry, 1985).

For the purpose of this chapter, the review of the literature has been categorized into five areas; Demographic Factors, Professional Factors, School Related Factors, Other Related Literature, The Two Factor Theory. The research reviewed will be reported under these headings. A summary and critique of the research will conclude this chapter.

Demographic Factors

Amount of Education

Becker (1969) and Greenberg & McCall (1973) suggest that under the specific human capital theory, greater investments in education would result in increased reluctance to change careers. The premise is that since

education beyond high school has traditionally been considered to be an investment in a specific occupational field, and since this education tends to result in increased specialization, a greater investment in education would result in increased reluctance to change careers. This theory tends to be supported by the general labor force. Lipset and Bendix (1969) and Saben (1962) reported that as individuals achieve more educational credentials, their geographic mobility rates increase but their occupational changes are few.

Given the relationship between the level of education and mobility, it follows that as teachers invest more time, effort, and energy in acquiring advanced degrees, they too would be less inclined to change professions. Nonetheless, the research on teacher mobility consistently indicates that no relationship exists between educational attainment and the occupational mobility of teachers (Bloland & Selby, 1980).

There are several hypotheses which exist to explain this apparent inconsistency. It is suggested that the absence of a significant relationship can be attributed, in part, to the restricted range of educational levels among school teachers (Mason, 1961). All have finished the bachelor's degree but few have advanced beyond the master's level. Corwin (1965) suggests that the occupational mobility may be because increased levels of education often

lead to increased conflicts with principals and other administrators, thus leading to a less satisfying work situation and an increased willingness of teachers to consider a job change.

Sex of Teachers

Results of the research on sex as a factor in a teacher's exit from teaching tends to be inconsistent. Early studies reflected little or no difference between male and female employees in terms of career mobility. Palmer, Parnes, and Wilcock (1967) reported that in analyzing the general labor force, there was no indication that career mobility was greater among men than among women, with the assumption that there was continuous employment. Additionally, Silverman (1957) found these holdings true for teachers.

Other researchers began, at this point, to recognize the importance of the sex variable in its interaction with other variables. For example, Oaklander (1969) combined sex and marital status into a single variable and obtained four distinct populations of potential career changes. Single males were found to be the most mobile group, with married males being just behind. Interestingly enough, single males tended to move out of the profession altogether, but married men who changed, stayed within education and simply sought out better paying counseling or administrative positions. Married women tended to stay in teaching more frequently

than did single women. For both categories of women, however, change usually meant moving out of the profession instead of moving up. Lortie (1975) concurred with this position.

Another study which took into account the sex variable along with another variable was completed by Charters. Charters (1970), who studied teachers in Oregon, found attrition was higher for women, though he also found a significant relationship between sex and age. Women were more likely to change careers earlier in their professional lives than men. After four years, 40.4% of the males (28% of the females) were still employed as teachers.

Mueller (1976), in a study of 190 graduates of Harris Teachers College in St. Louis, reported that men were far more apt to leave teaching for other professions than women. Mark and Anderson (1978), who examined teacher survival rates for seven groups of new teachers in the St. Louis Metropolitan Public Schools between 1968 and 1975, observed that the differential in survival rates between men and women tended to decrease over time. This decrease ranged from a 5.6% higher survival rate among males in the 1968 group to an 11% differential in the 1975 group.

Bloland and Shelby (1980) concluded after extensive research on faculty mobility among secondary teachers, that sex difference alone is of minimum importance; yet, when coupled with other variables, the impact is of greater

significance. Chapman and Hutcheson (1982), while examining the career pattern of graduates of three Indiana universities who had gone into teaching, found again that sex was not significantly related to teacher attrition.

Murnane (1987) offers an additional alternative to the conventional interpretation of the research data. In his study which included 13,000 Michigan teachers, he found that six years after entry, 52% of the women were still teaching as compared to 65% of the men who continued to teach. Murnane suggests that the opportunity to leave the classroom for a period of time to start a family, and still be able to return to the profession without any great loss of status, is one of the significant attractions of the teaching profession for many women. A relatively high early rate of attrition may be reflective of the very opportunity that led many talented women to become teachers.

The apparent inconsistencies that are found throughout the literature may, in part, be due to the different operational definitions utilized to define attrition. For example, Oaklander (1969) makes a distinction between promotion up to administration and leaving the profession entirely. Chapman and Hutcheson (1982) considered movement into administration as attritional. However, they did not include study respondents who had switched into special education or other teaching fields. Their premise was that those persons were still in teaching but had simply changed

their method or type of student contact. The definition that one assigns to attrition is likely to influence the sex ratio, since movement to administration has historically been male dominated (Davis, Harrison, Kalka; 1986).

Socio-Economic Status

Research regarding the effects of socio-economic status on teacher career mobility is quite consistent and very predictable. The lower the socio-economic status (SES) of the teacher's parental family, the more likely the person is to remain in teaching; the higher the socio-economic status (SES) of the teacher's parental family, the more likely the person is to leave the teaching profession (Erikson, Jacobs & Robin, 1968; Pavalko, 1970; Gosnell, 1977; Bloland & Selby, 1980; Chapman, 1983).

One widely accepted explanation of this difference is that low SES families regard teaching as a respectable and noble occupation while higher SES families may regard teaching as a step downward (Chapman, 1983). The theory that is generally accepted is that persons from lower SES families are likely to receive greater personal recognition, approval, and self satisfaction than persons from a higher SES background.

Race

Teaching has traditionally been an avenue for the upward mobility for minorities (Falk, Falkowski, & Lyson, 1981). Specifically, black teachers have been found to be

more satisfied with teaching as a career than white teachers (Gottlieb, 1964; Mueller, 1976). However, both Mueller and Dworkin (1980) suggest that these differences would be better considered and analyzed more in terms of socio-economic status rather than race.

School-Related Factors/School Climate

Relationship with Colleagues and Principal

Research findings regarding the importance of interpersonal relations with one's colleagues has been generally accepted as an important variable as it relates to job satisfaction and career change potential (Erickson, Jacobs, and Robin, 1968; Bloland, 1980).

The research indicates that schools in which teachers engage in a great deal of job-related discussion and share in decisions regarding instructional programs are more effective than schools which are run by a rule-bound, bureaucratic administrator (Schlechty & Vance, 1983).

Sergiovanni (1967) replicated Herzberg's study with teachers and cited interpersonal relations with one's peers as a significant dissatisfier.

According to an early survey, Silverman (1957) cited dissatisfaction with the principal as one of the most frequently given reasons for leaving the profession. Though this variable has been given a good deal of research attention since that time (most recently Metropolitan Life Survey of Teachers, 1985 and Berry, 1985), researchers

uniformly agree that satisfaction with one's principal is a significant variable in determining a teacher's career change decision.

Student Attitudes, Discipline and Achievement Level of the School

Student attitudes and discipline have been an educational issue since the beginning of formal education. Early studies show that teachers who left the field perceived a smaller proportion of their former students creating various discipline problems than those who stayed (Erickson et al. (1968). These same teachers who left also perceived a larger proportion of their former students as interested in academic achievements or arriving to classes adequately prepared than did the colleagues of these former teachers. These positive attributes made it appear that the lack of intrinsic rewards from interaction with students was not ordinarily the motivation for career change.

This theory, however, has changed. Teachers who have exited the classroom today cite lack of discipline or poor student motivation as a major reason for career change (Berry, 1985). In the Metropolitan Life Survey of Former Teachers in America (1985), exiting teachers cited student related factors as a major reason for their resignation. Only inadequate salary ranked higher on this survey. Thirty percent of those surveyed indicated factors such as lack of student discipline and lack of student motivation as

significant reasons for resignation. Discipline alone was cited by fifteen percent of the teachers.

Size of the School, Faculty Size and School Integration

Early studies concluded the size of the school was unrelated to the mobility of teachers (Silverman, 1957). However, more recent studies reveal a direct relationship between school size and career mobility of teachers (Willett, 1991).

As the size of the school increases, the frequency of career change also increases (National Educational Association, 1960; Mueller, 1976). The discrepancies between the studies seem to have been the result of sample differences rather than the time during which the studies were conducted. Silverman's study was conducted in the large metropolitan schools of New York City. Mueller's study and the NEA study, however, were conducted on a broader range of school districts and additionally analyzed some smaller rural school districts.

The Critical Fields Report (Georgia State Department of Education, 1986) is a report which is compiled by surveying the 186 public school systems in Georgia for teacher shortages. For the year 1986-87, critical shortages were seen throughout the entire state. The shortages were especially acute in rural Georgia where the school systems and the schools within these systems are significantly smaller.

The literature reveals that the size of the school system is directly related to career change among teachers (Crawford, 1986). It is interesting to note that Abramowitz (1976) found that teachers working in smaller faculty groups were significantly more satisfied with job conditions and seemingly less apt to make a career change.

A surprisingly small amount of research was found regarding the effect of racially integrated schools upon teacher mobility. One study, completed by Bridge, Cunningham, and Forsback (1978) did address the issue of race. From their study, they found that teachers who were racially different from their principal and the majority of their students (discrepant teachers) left teaching significantly more than teachers of the same race (non-discrepant teachers). They also found that discrepant white teachers left teaching significantly more than discrepant black teachers.

Professional and Personal Factors

Professional Frustration and First Teaching Experience

The continued lack of opportunity to exercise professional skills in teaching comprises another source of dissatisfaction and potential motivation for likely career mobility. Extraneous duties and professionally demeaning tasks were found to be expressions of frustration and a source of teacher burnout (Metropolitan Life Survey, 1985). These duties were cited as contributing factors for

teachers leaving the profession (Darden, 1981; Donahue, 1983; Cassel, 1984; Teacher Burnout, 1985; Berry, 1985).

Oftentimes, frustration is associated with one's first teaching experience. Teachers sometimes discover during actual teaching that they were not as well prepared for the classroom as they thought they were. They are faced with unexpected gaps in their professional competencies (Garde, 1978; Jensen, 1986 Stone, 1987). Stone suggests the following guidelines for developing an effective induction program for new teachers:

1. Be clear about your expectations and your philosophy;
2. Provide an orientation for both the district and the school;
3. Provide emotional support and foster self-esteem;
4. Provide a supportive work place;
5. Don't make excessive demands on the new teacher's time in the form of outside responsibilities or special jobs; and
6. Provide a "buddy" or mentor teacher (a successful teacher at a similar grade level).

Various school districts have developed specific induction plans for the beginning teacher. The Tigard School District (Tigard, Oregon) offered four one-half day workshops during morning released time. The following topics centered on the unique needs and concerns of the first year teachers:

1. Classroom Management and Student Discipline
2. Student Motivation
3. Mastering Content
4. Fitting into the School Environment
5. Preparing and Organizing Work
6. Locating Materials and Resources
7. Establishing Relationships with Students,
Parents, and Colleagues
8. Adjusting to the Physical Demands of Teaching

(Stone, 1987)

Spouse and Best Friend

The literature indicates that social integration plays an important part in turnover in work organizations. Chapman and Hutcheson (1982) found that "people who remained in teaching were more acclimated toward the recognition and

approval of family, close friends, and supervisors than those who left teaching". The literature also supports the theory that having a spouse who is also a teacher may increase the likelihood a person will remain in teaching or perhaps another career within education (Chapman, 1983).

Earlier studies by Erickson, Jacobs and Robin (1968) concur with the above theories and suggested that when in agreement, the joint preference of the spouse and the best friend was the single best predictor of career change.

Salary

The many studies that were completed in the early 1960s indicated the importance of low salary as a factor in teacher attrition (Thorndike & Hagen, 1960). Salary appears to have been a more important factor for men than for women. This seemingly was so because teaching salaries were below the median salary for men but above the median salary for women. Chapman & Hutcheson (1982) found that those who left teaching for other careers placed great value to salary as a criteria for success. One possible explanation of this might lie with Lortie (1975) and his analysis of teaching. He described the profession as one where teachers know what they will earn and that long service brings limited salary increases. Special performance or merit is rarely recognized through financial reward.

More recent studies reflect a continued concern over the low salary schedule assigned to teachers. (Baggett,

1982; Aft, 1983; Mirabile, 1983; Sayfarth, Bost, & Harris, 1985; Hawley, 1986).

Bloland and Shelby (1980) cite few professions, other than teaching, that require so much preparation while offering so little opportunity for advancement. They observe that regardless of the advanced degree attained, the classroom teacher still appears to be one step above the student and one step below the lowest level administrator. Within even the most highly rated school districts in the nation, there were still too few opportunities for advancement into administration. For female and minority educators, this limited possibility for advancement into administration is yet slimmer.

The Compleat Principal (1986) describes the median age for principals in Georgia as being 46.2 years old; eighty three percent of whom are males and seventeen percent are female. Eighty three percent of the principals in Georgia are white and seventeen percent are black. These statistics persist in spite of research findings which consistently show that women are as well-suited for administrative roles as men (Hoyle, 1969).

Adequacy of Teacher Preparation Programs and Initial Commitment to Teaching

Teacher education programs are being continually evaluated and reevaluated. The programs and components within these programs are at the heart of the teacher

debate. The relationship between preservice training to actual teaching, remains unclear. Student teaching, for example, is considered by many to be a major component of professional preparation (Lortie, 1975). It is theorized that the more time spent in a teacher's preservice field experience, the better prepared that teacher will be (Tabachnick, 1980).

On the other end of the argument, Zeichner (1980) has raised questions about the continuation of practice or student teaching in its present form. Much of the criticism of the present practice centers around the argument that field based experiences are conservative institutions which serve basically to socialize prospective teachers into established patterns.

The teaching profession has often been regarded as a career with high options regarding mobility. The literature describes this phenomena as an "easy-in, easy-out" career condition which allows for professional non-commitment and which supports considerable career mobility (Lortie, 1975). The published rates of attrition which are between thirty percent to fifty-six percent would support that perception (Charters, 1970, Mark and Anderson, 1978; Chapman & Hutcheson, 1982; Murnane, 1987).

The desire to leave teaching has become such a large issue locally that Emory University (Atlanta, Georgia) began offering an evening course entitled "For Teachers on

Changing Careers" (Donahue, 1983). This six week evening course shows teachers how to write an effective resume which avoids educational jargon and highlights those accomplishments which appeal to prospective employers.

The initial commitment to teaching has not been formally studied in the United States. However, this phenomenon has been studied in Norway. The commitment in Norway during university training is significantly related to the initial commitment of the teacher afterward (Chapman, 1983). Although more research must be done in this area in the United States, it is reasonable to believe that initial commitment would be similarly related among American teachers.

Schlechty and Vance (1983) have discussed commitment, in general, to teaching. They purport that most of the psychic rewards of teaching are accessible to the most inexperienced teacher as well as the veteran. Other than a few supplementary rewards that are given to teachers as a result of experience, few rewards are available to veteran teachers that are not available to the novice. Additionally, veteran teachers are not likely to be afforded meaningful increments in responsibility. The reward system associated with teaching is short-lived and does not sustain career commitment.

Other Related Literature

A review of previous research identifies variables which can be related to an attritional career choice by an individual and may be organized into six major areas: personal characteristics, educational preparation, initial commitment to teaching, quality of first employment experience, external influences, and integration into teaching (Chapman, 1983). Chapman maintains that there is not one single reason for attrition but a combination of these six factors, which together influence career satisfaction, and in turn, relate to a teacher's decision to remain in or leave teaching.

The teaching profession should be able, not only to recruit capable and qualified members, but also to retain them. Further efforts must be made to enhance and supplement existing rewards for teachers to offset the traditional debate over reasons for teacher exodus (low salaries, declining respect, and psychological pressures). These problems continue to contribute to the concern of educational personnel and public policy makers to identify effective incentives to attract and retain good teachers.

Although incentives are used in a variety of ways by school systems to attract and retain teachers (and thus reduce teacher attrition), they are most often based on one or several of the following needs rather than the needs of the teacher: the proven ability of the incentive to attract

and retain teachers, the reasonableness of the cost of the incentive, the ability of the incentive to motivate teachers, the potential impact or likely level of change that can be expected from the use of the incentive, the ease with which the incentive can be administered, and the likely acceptance of the incentive by teachers, administrators, and members of the community (Engelking, 1987).

Engelking (1987) cites the following examples of incentives that teachers have generated:

- o Longer breaks (one or two weeks) at the end of each nine-week period;
- o Released time to observe and work with peers in one's own school as well as in other districts;
- o Short-term sabbatical leaves for educational purposes from one week up to one month in duration;
- o Exercise or wellness programs for faculty, set up at the noon hour or before or after school;
- o Additional planning or preparation time;
- o Flexible scheduling, such as allowing teachers to come to school an hour later or an hour earlier, thus lengthening the school day but providing flexibility in room and class

scheduling;

- o Letters of commendation or appreciation for outstanding work or service;
- o Noncompetitive awards such as business cards for teachers or birthdays off;
- o Recognition in the news media for outstanding service or contributions;
- o Employee of the month, term or year awards;
- o Faculty or department lunches once a month paid for by the district;
- o Increased status through title (such as master teacher, senior teacher, or mentor teacher);
- o Mini-grants of \$1,000 to \$2,000 awarded for conferences or workshops;
- o Monies made available for purposes of teacher travel or program development;
- o Computers and computer training made available for faculty at district cost;
- o Opportunities for advancement made available, such as career ladders or other alternatives;
- o More time and energy spent on development of

staff communications and interpersonal relations;

- o Assigned parking spaces for faculty;
- o Secretaries for clusters or groups of teachers to utilize;
- o Adequate out of classroom storage for personal items, books, writing, etc.

The problem does not begin with the attrition of teachers, it begins with the very recruitment effort and the underlying reasons why one chooses education as a career. In order to recruit and retain more talented individuals to the teaching profession, counselors and recruiters must themselves realize that it is far more productive to view teacher attrition patterns as the results of thoughtful acts of individuals responding to incentives rather than a deluge of disillusioned individuals who are unhappy with their chosen profession.

After two years of research and discussions with hundreds of former teachers, Murphey (1982) profiles the type of person that leaves the profession: In his report, "The Reasons for the High Frequency of Teacher Dropouts - A Study in Internalizing Failure", Murphey classifies teacher dropouts into the following categories:

Honest Departers - These former teachers were economically motivated. They found that the remuneration was simply not sufficient. Included in this group are the people who honestly were only teaching until a certain point in their lives. This could be until another job became available or until a baby was conceived, etc.

Overworked Group - This group of teachers left the profession because the work was too difficult. These former teachers maintain that the work requirements were so demanding that they were unable to engage in the art of teaching.

Confused and Unhappy Group - This group is the group that simply leaves the classroom because they felt they were not appreciated. Superordinates did not devote enough time to removing the dissatisfiers (Herzberg, 1959) nor did they meet those lower level needs in Maslow's hierarchy (Weller, 1982).

Shoeshine Boy Syndrome - This group of teachers has quit teaching, in part, because of the myth that the customer is always right. The theory is that any complaint, no matter how trivial, requires an excessive explanation to the parent.

M. Donald Thomas (1987), an ex-school superintendent, upon having a discussion with an ex-school teacher, found that they were in agreement on several salient points and a mutually agreeable conclusion or suggestion for school districts that are interested in thwarting teacher attrition:

1. Young people are enticed into teaching by teachers who enjoy teaching and not by career ladders, unions, state regulations, test results, or certification standards; (School districts should first improve the quality of teachers' lives by allowing them to have more freedom, the opportunity to make decisions, give them professional support, status and collegiality. They also need accountability for the results of their work, not the process.)
2. Principals do make a difference; (School boards should hire more principals who are independent, who collaborate with teachers and who expect high-quality work from everyone.)
3. Good schools do not simply happen; they are established through community effort; (Communities should bond together and work with the schools. Communities seem to get the quality of schools they wish to have.)

4. Teaching provides enormous satisfaction. (Teaching is a great job when teachers are encouraged to do what they like best - teach, reflect on teaching and be rewarded for teaching.

In a case study of teacher attrition in a metropolitan school system, Berry (1985) revealed that of the 4,000 teachers, approximately 210 resigned which represents approximately 5.25 %. Of the teachers who resigned because of dissatisfactions, they stated poor administration, poor student discipline, little teacher control, large classes, "Mickey-Mouse" duties, uncooperative parents, stressful atmosphere, and the occupation of public school teaching.

The Two Factor Theory

Herzberg, developed a Motivation Hygiene Theory that is sometimes called the Two Factor Theory because it is based on two different sets of factors. Satisfiers, often called motivators, are factors that produce job satisfaction. They are intrinsic and are related to the actual doing of the work. These factors typically include achievement, recognition and advancement.

Dissatisfiers, or hygiene factors, are work characteristics that can bring job dissatisfaction and include such extrinsic factors as working conditions, the administration, policies and procedures, and interpersonal relationships.

The essence of Herzberg's Motivation Hygiene Theory or Two Factor Theory is that job factors which lead to job satisfaction are different from job factors leading to job dissatisfaction (Herzberg, 1959). Herzberg's theory challenges the more popular job satisfaction theory which proposed that job satisfaction and job dissatisfaction are dependent on the same factors. Herzberg hypothesized that motivators (satisfiers) and hygienes (dissatisfiers) are on different continuums and are dependent on two different sets of work conditions (Herzberg, 1959).

Between Herzberg's original study in 1959 and the year, 1966, ten studies in industry have replicated Herzbergs research. They were reviewed and reported by Herzberg (1966). Findings from this review appear to overwhelmingly support the original Motivation Hygiene Theory (Herzberg, 1966).

The dissatisfiers with the highest frequency of significance were (1) company policy and administration, and (2) supervision. The most consistent factors bringing about job satisfaction were achievement, recognition, and responsibility (Herzberg, 1966).

Summary and Critique

The review of the literature suggests that teachers leave the profession for a variety of reasons, many of which are environmental. Teachers report a lack of community support and a lack of administrative support, within their

own school. The literature also reveals that teachers perceived the profession as having a low status, not offering personal rewards or monetary rewards.

Researchers found a variety of variables that differentiated between those exiting the profession and those remaining. There has been, however, much confusion in the literature from various researchers over some of the factors. For example, the literature initially reveals that sex was not a determiner of attrition. It is generally agreed that at this point, male teachers are more likely to change than females, with single males being the most mobile. Black teachers were found to be more stable than all groups. There seems to be no relationship between educational attainment and teacher mobility.

Salary is a very important factor in career change for male teachers but much less of a factor as one gains the years of experience in the profession. The grave concern is with the younger teacher that is leaving the profession at an alarming rate during the first six years that he/she teaches. First year teachers are especially vulnerable.

Concern over the administration is certainly a factor in the mobility of teachers. The perception is that school administrators are not very supportive. This factor, when coupled with the problem of student discipline, does not make the teaching profession an attractive career.

Suggestions are offered for incentives that principals may utilize with their faculty.

Though none of the ten studies reviewed by Herzberg (1966) was in an educational setting, the plethora of present research tends to support his original theory.

Herzberg (1966) summed up his motivator hygiene research in the following manner: "A hygienic environment prevents discontent with a job, but such an environment cannot lead the individual beyond a minimal adjustment consisting of the absence of dissatisfaction. A positive happiness seems to require some attainment of psychological growth."

Herzberg further states that hygiene factors fail to provide positive satisfactions in that they do not possess the characteristics necessary for giving an individual a sense of growth. Growth depends on achievement in tasks that have meaning to the individual; and since the hygiene factors do not relate to the task, they are powerless to give such meaning to the individual.

Further, growth is dependent on achievement, but achievement requires a task. "The motivators are task factors and thus are necessary for growth; they provide the psychological stimulation by which the individual can be activated toward his self-realization needs."

Chapter 3

Theoretical Framework

Presentation and Definition of the Variables

Independent variables are the conditions or the characteristics that the researcher suggests will have an impact to observed phenomena (Best, 1981). The independent variables of this study are demographic in nature and were selected because of the expected significance of each with regard to teacher attrition. The research theory is that teacher attrition can be explained by the impact of certain independent variables upon the dependent variables. The independent variables are as follows:

1. sex
2. race
3. age
4. teaching level
5. educational qualifications
6. years of experience
7. climate
8. administrative support
9. teachers' rating of importance
of satisfiers

10. teachers' rating of importance of dissatisfiers

Dependent variables are the conditions or characteristics that appear, disappear, or change as the researcher introduces, removes or changes the independent variables.

The dependent variables in this study are the personal or professional reasons the exiting teachers gave for resigning. Perceptions regarding the support from the principal and an analysis of the school climate were also given.

The dependent variables were measured by a series of questions which reflect teachers' attitudes about the importance of specific satisfiers and dissatisfiers.

An examination of these reasons in relationship to the independent variables would provide valuable information to local school officials and reveal more insight into the problem of teacher attrition. Subsequently, this would assist officials in developing plans of action for reducing teacher attrition.

The aforementioned variables are graphically depicted in the conceptualized model in figure 1:

RELATIONSHIP AMONG THE VARIABLES

INDEPENDENT VARIABLES	DEPENDENT VARIABLES
1. Sex	
2. Race	
3. Age	
4. Teaching Level	Reasons
5 . Educational	for
Qualifications	Leaving
6. Years of	Teaching
Experience	
	(Personal or
	Professional)
7. Climate	
8. Administrative	
Support	
9. Importance Rating of Satisfiers	
10. Importance Rating of Dissatisfiers	

Fig.1

Boles and Davenport (1983) define perception as being the interpretation given to reality by an individual. They further theorize that each person has a perceptual screen. It is through this screen that the individual filters all of life's experiences. While one person may perceive administrative support one way, another might perceive the same support entirely different.

The researcher studied the administrative support shown and the school climate coupled with the teacher's perceptions of these factors and how the variables impact teacher attrition.

Definition of Terms

The variables of this study were defined as follows:

Attrition - the teacher who has resigned from the system as documented from the Department of personnel from the designated school system;

Climate - refers to a school's atmosphere. The positive or negative feel that one is aware of upon entering a school, as measured by items 1-18 on the Teacher Attrition Survey (TAS) used in this study;

Dissatisfier - those factors which combine to contribute more to job dissatisfaction (displeasure) than to job satisfaction (or pleasure), as defined by Herzberg (1959), also called hygiene factors; these factors are described in the first section of Part I of the TAS. Teachers responded

to each item on a 1-5 scale. The operational definition is the result of the obtained teacher responses;

Educational Qualifications - The highest degree obtained as verified by personnel records of individual teachers and from the demographic section of the TAS.

Personal Reasons - Those reasons given at the time of resignation which do not relate to the teaching profession but rather, relate to one's persona. Data were compiled from Part III of the TAS. (Example - pregnancy, relocation to another city, ill health, et cetera);

Professional Reasons - Those reasons given at the time of resignation which relate directly to the teaching profession or which are germane to the teachers' former school. Data were compiled from Part III of the TAS. (Example - poor relationships on the job, unsatisfactory administration, et cetera);

Race - For the purpose of this study, all participants were grouped in one of three categories; black, white or other, as documented by the responses from the demographic section of the TAS;

Satisfier - those factors which combine to contribute more to job satisfaction (pleasure) than to job dissatisfaction (displeasure), as defined by Herzberg (1959), also called motivators; those factors are described in the second section of Part I of the TAS. Teachers responded to each item on a 1-5 scale. The operational definition is the

result of the responses from the teachers;

Years of Experience - refers to the total years that one has actually been teaching in any public school, as documented by the responses from the demographic section of the TAS; (For the purpose of this study, years of experience was grouped in the following manner: 1 year or less; 2-3 years, 4-5 years, 6-7 years, 8-12 years, 13-17 years and 18 years or more.);

Relationship Among the Variables

Sex, Race and Age

Fixed demographic variables, such as sex, race and age can impact a person's decision to resign or to remain with the system. It was thought at one point in history, that one's sex was insignificant when considering career mobility (Silverman, 1957). Current studies, however, indicate that eventually, the rate of attrition for males is lower than for females (Mark and Anderson, 1978; Murnane, 1987).

Race of the teacher has historically been a significant factor in studying attrition. Black teachers have been found to be less mobile and more stable in terms of career change than white teachers (Mueller, 1976). This, perhaps, can be explained in terms of one's socio-economic heritage (Feldvibel, 1968). Teaching is viewed as a respectable occupation for lower socio-economic families. Conversely, for an individual that comes from a higher socio-economic status, teaching may be viewed as a step downward.

Generally, age appears to be a significant factor both singularly and when related to other variables such as marital status, years of experience or sex. Age becomes a dominant factor when considering the child bearing years. Females may come in and out of the job market during these years, whereas, the male population may appear to have a more stable rate of attrition (Murnane, 1987).

Teaching Level

This factor can be a significant variable when analyzing the certification process in Georgia. Applicants may apply for certification at the elementary level in one of two certification fields; early childhood certification - kindergarten through third grade (K-3) or middle childhood certification - fourth through eighth grade (4-8). High school teachers are certified according to areas of specialization (i.e. math, English, French, etc.). According to Georgia regulations, a person holding a probationary or provisional certificate is considered to be teaching in-field (Davis & Harrison, 1985).

Considering all of the latitude within the certification areas, a teacher could literally be teaching "in-field" but be assigned in a teaching area that is as much as four years away from the grade level of preference.

Administrative Support

The Metropolitan Life Survey (1985) reveals that generally, teachers are very concerned over their former

administrative team. Thirty percent of the respondents cited reasons such as lack of administrative support (seventeen percent) and/or dissatisfaction with administrators (ten percent) as their main motivation for leaving.

Interestingly enough, the opinion regarding the administration, which ultimately impacts the decision of whether to remain in teaching or not, is based in part, on the teacher's perceptions of the principal.

Years of Experience and Educational Qualifications

This variable might best be studied by looking at the salary scheme for teachers. That is, when teachers gain sufficient experience (ten to fifteen years) to be at the top of the salary schedule (depending upon when that teacher began teaching) he/she is likely to be at or around 35 years old.

This age is relatively young, particularly when one considers that other professionals are launching their careers economically. At this same point in time, teachers have reached the plateau of their salary schedule (Schleety & Vance, 1983). Such findings would suggest a much higher rate of attrition, once veteran teachers reach their salary plateau.

Research, however, does not reflect the high attrition rates at this experience level, nor does it reflect a relationship between educational attainment or degree level

with the occupational mobility of teachers. The largest exodus from teaching occurs early in teachers' careers. This exodus is likely to occur before advanced degrees are obtained. Forty six percent of former teachers in the Metropolitan Life Survey (1985) had less than ten years experience, with the majority leaving before five years were complete.

School Climate

School climate generally includes all factors that give the school a positive or negative aura. It includes relationships with colleagues and the principal, discipline of the students and other attributes that contribute to the open or closed atmosphere within the school.

Research findings regarding the rapport with other members of the school faculty point to the importance of this variable as it relates to job satisfaction and thus to the school climate (Bloland and Shelby, 1980). A positive relationship with the principal and low occurrences of student discipline problems are also linked with school climate.

Though these variables have been studied individually, their importance in contributing to teachers' personal or professional reasons for leaving teaching, has not been established.

Satisfiers and Dissatisfiers

Herzberg's Two Factor Theory or Motivation Hygiene

Theory postulates that one set of factors produces job satisfaction while another set of factors produces job dissatisfaction. Motivation (or satisfying) factors are related to the work itself, while hygiene (or dissatisfying) factors focus on the conditions that surround the work (Herzberg, 1966).

While we are aware that the absence of a job satisfier does not bring about job dissatisfaction nor does the absence of a job dissatisfier cause job satisfaction (Sergiovanni, 1967), more research is needed in the area. The importance of these variables when analyzed individually or collectively will provide valuable toward the contributing causes of teacher attrition.

Null Hypotheses

The explanation of the relationship of the variables from this research suggests the following null hypotheses :

1. There is no significant relationship between former teachers' rating of the importance of selected satisfiers and their age.
2. There is no significant relationship between former teachers' rating of the importance of selected satisfiers and their sex.
3. There is no significant relationship between former teachers' rating of the importance of selected satisfiers and their race.
4. There is no significant relationship between former

teachers' rating of the importance of selected satisfiers and their qualifications.

5. There is no significant relationship between former teachers' rating of the importance of selected satisfiers and the grade they taught.

6. There is no significant relationship between former teachers' rating of the importance of selected satisfiers and their years of teaching experience.

7. There is no significant relationship between former teachers' rating of the importance of selected dissatisfiers and their age.

8. There is no significant relationship between former teachers' rating of the importance of selected dissatisfiers and their sex.

9. There is no significant relationship between former teachers' rating of the importance of selected dissatisfiers and their race.

10. There is no significant relationship between former teachers' rating of the importance of selected dissatisfiers and their qualifications.

11. There is no significant relationship between former teachers' rating of the importance of selected dissatisfiers and the grade they taught.

12. There is no significant relationship between former teachers' rating of the importance of selected dissatisfiers and their years of teaching experience.

13. There is no significant relationship between those leaving teaching for personal reasons in a metropolitan school system and their perception of the administrative support of the principal.

14. There is no significant relationship between those leaving teaching for personal reasons in a metropolitan school system and their perception of the school climate.

15. There is no significant relationship between those leaving teaching for professional reasons in a metropolitan school system and their perception of the administrative support of the principal.

16. There is no significant relationship between those leaving teaching for professional reasons in a metropolitan school system and their perception of the school climate.

Limitations of the Study

There are several constraints in this study.

1. Since the subjects in this study were from one jurisdiction, results should not be generalized to fit a larger population.

2. Limitations exist with all attitude type questionnaires. Often, a disparity will exist between what people say and what actually is. Responses from the TAS are based on whether the subject were be truthful.

3. Low response rates are sometimes inherent in studies involving public school educators. This fear stems from a fear of retribution from former and future

administrators. This was evident with the number of telephone calls from teachers who wished to answer the questionnaire but also wished to answer on the telephone and remain anonymous. Nineteen telephone calls were fielded by the researcher. Five were received the first day the surveys were received.

4. Low response rates are inherent in studies that involve subjects who have resigned. Many former teachers had moved and had non-forwarding addresses. In this study, twenty-three surveys were marked undeliverable and were returned to the researcher.

5. Items on the instrument that measure climate were selected from a portion of the Organizational Climate Descriptive Questionnaire (Hoy, 1982) and may not measure all of the factors that determine climate.

Summary of the Theoretical Framework

Chapter III presented the theoretical framework for this study. The theoretical framework is significant because it provides the reader with a skeleton from which the study was built.

This chapter consisted of the identification of the ten independent variables and the two dependent variables. A description of the relationship between the variables was provided.

Additionally, operational definitions were given for the independent and dependent variables. Sixteen null

hypotheses were presented. This chapter concluded with the limitations of the study.

CHAPTER 4

Methods and Procedures

The purpose of the study was to analyze the relationship among the variables of teacher satisfiers, dissatisfiers, administrative support, school climate, teacher demographics and teacher attrition in the elementary, junior high, and senior high grades.

This chapter provides a description of the research design, the population, the instrument, data collection procedures, and the statistical applications that were used. A summary of the highlighted points relative to this information concludes the chapter.

Research Design

The design of this study was quantitative in design, or, more specifically was a descriptive - survey. Descriptive research defines "what is". It involves description, recording, analysis, and interpretation of conditions that exist. It also involves some type of comparison or contrast and attempts to discover relationships between existing nonmanipulated variables (Best, 1981). This study analyzed relationships among factors that impacted teachers' decision to resign.

Population

The population for the study consisted of the total number of elementary (grades K-6 or 7), junior high (grades 7-9) and senior high (grades 10-12) teachers who resigned from a metropolitan school system in northeastern Georgia at the end of the 1990-91 school year. These departers did not include teachers who had retired, those who left due to illness, those who were deceased, had certification problems or who requested a military leave. This population was selected based on resignation information that was obtained from the department of personnel for the district. The combined total of teachers that exited the school district was two hundred ninety four.

Description of the Instrument

Data on all variables were secured through the use of a questionnaire developed by the researcher, which, in part, was adapted from the Organizational Climate Descriptive Questionnaire that was designed by Hoy (1982). Items included on the teacher attrition survey (TAS) were related to both the independent and dependent variables in this study (APPENDIX 1).

Part I contains fourteen factors that the literature suggests are dissatisfiers and eleven factors that were identified as being satisfiers. Former teachers were asked to rate the dissatisfiers and satisfiers on a scale of 1 to 5, in terms of importance.

Those questions that relate to the administrative support of the principal and the school climate (dependent variables) were listed in Part II. Questionnaire items which related to the demographic factors were included in Part III.

More specifically, items 1-18 related to factors which related to the administration and contributed to the school climate. Rules of questionnaire format (Borg and Gall, 1983) were followed as carefully as possible.

Soon after the questionnaire was developed, it was given to a panel of experts to obtain content validity. These experts consisted of three area executive directors, one teacher, one psychologist and one counselor.

According to Balian (1982):

Occasionally, formal panels of judges will logically evaluate and quantitatively rate instrument items independently and items may be added, modified, or dropped, relative to the panel's majority opinion. This final method is the strongest form of content validity, but is still largely dependent upon the quality of the judges and the integrity of the panel design and format. The judging panel method is advised over other content validity techniques. (p.57)

Upon receiving the panel's input, the instrument was

revised and field tested with a group of twenty teachers. This was done for clarity and to determine the time needed for completion of the questionnaire. Some items were added and directions were clarified. The questionnaire was revised and edited many times between its first rough draft and the final form.

An item to scale correlational or factor analysis was conducted to determine construct validity of the instrument. Borg and Gall suggest that items with a correlational coefficient of at least .3 as reaching statistically construct validity. Few items were dropped from any of the scales from the TAS when they were analyzed by the computer.

Data Collection Procedures

In February, 1988, a letter was written to associate superintendent of the school district, requesting permission to use teachers in the district as subjects for this study. Dr. Bouie wrote a letter granting permission for this study which is shown in Appendix 2.

After permission was received (Appendix 3), a list of all teachers who resigned from the district at the end of the 1990-91 school year was obtained.

In March, 1992, the questionnaire packet was sent via U.S. mail to the total population of teachers who had resigned. Teachers were asked to complete the survey instrument and return it in a self-addressed, stamped envelope via U.S. mail to the researcher. A total of 294

surveys were mailed. A coding system, explained in the researcher's cover letter (Appendix 4), was used for the sole purpose of identifying nonrespondents for a follow-up mailing. The teachers were assured of total anonymity and confidentiality in the letter (Appendix 5).

Two weeks after the questionnaires were mailed, a follow-up mailing was sent to all the nonresponding subjects via U.S. mail. This letter thanked those who had returned their questionnaires and urged those who had not to get their input included by returning their completed questionnaires to the researcher (Appendix 6). One hundred fifty-one questionnaires were returned to the researcher for an overall response rate of fifty-one percent (Appendix 7).

Statistical Applications

A descriptive correlational design was used to analyze the relationships among the factors which impacted elementary and high school teachers' decisions to resign. The data collected from the Teacher Attrition Survey (TAS) were treated with statistical applications from the Statistical Package from the Social Sciences (SPSS) (Nie, Hull, Jenkins, Steinbrenner and Bent, 1975) as follows:

- o Pearson Correlation Coefficient - This correlation is used to determine the degree to which the variables are related and significant. The extent of the relationship is determined through the use of the

correlation coefficient. It is represented by a decimal number. The larger the variable, the stronger the relationship. A coefficient of + 1.00 or -1.00 indicates the maximum relationship (Borg and Gall 1983). Statistical significance is realized at the .05 level when the correlation coefficient is .159 or above.

- o Factor Analysis - This statistical procedure is used to show conceptualized independent and dependent variables that are highly related. These highly related variables are placed in one group or the same factor.

The interpretation of the data analysis is based on the coding of variables, as indicated in Appendix 10.

Summary of Methods and Procedures

Chapter 4 described the research design used in this investigation, the population, a description of the instrument, data collection procedures, statistical applications and a summary of the methods that were used.

CHAPTER 5

Data Analysis

In Chapter 5, each hypothesis is tested from the data shown in the complete correlation matrix which appears in Appendix 8. In addition, further relationships among the variables are measured in the data shown from the results of factor analysis which are located in Appendix 9. The chapter will conclude with a summary related to the highlights of the entire chapter.

Hypotheses one through six relate to satisfiers and the selected demographic variables. Results with respect to each hypothesis are shown in Table 1. In Table 1, a relationship is significant at .05 level if $r = .159$ or above, where $N = 151$.

Hypothesis 1 states that there is no significant relationship between former teachers' rating of the importance of selected satisfiers and their age.

In Table 1, satisfiers has a pearson correlation coefficient of $-.04704$ with age; meaning that the relationship is not significant. Hence, the null hypothesis is accepted.

TABLE 1

TEACHER SATISFIERS VS. DEMOGRAPHIC VARIABLES

Variable	Mean	Standard Deviation	Pearson Correlation Coefficient
Age	2.30464	.84848	-.04704
Sex	1.87417	.35222	.15135
Race	1.07947	.33711	-.06252
Teacher Qualifications	1.57616	.61576	-.19633*
Grade Teacher Taught	1.88079	.81590	-.12621
Years of Experience	3.56954	1.78329	.00811

* r at .05 level and N = 151 is significant when r = .159 or above.

Hypothesis 2 states that there is no significant relationship between former teachers' rating of the importance of selected satisfiers and their sex.

The correlation coefficient for satisfiers and sex is .15135 indicating the relationship is not significant. The null hypothesis is accepted.

Hypothesis 3 states that there is no significant relationship between former teachers' rating of the importance of selected satisfiers and their race.

Table 1 indicates that satisfiers has a pearson correlation coefficient of $-.06252$ with race. The null hypothesis is accepted because the relationship is not significant.

Hypothesis 4 states that there is no significant relationship between former teachers' rating of the importance of selected satisfiers and their qualifications.

The correlation coefficient for satisfiers and the teachers' qualifications is $-.19633$. This negative correlation is significant, hence, the null hypothesis is rejected.

Hypothesis 5 states that there is no significant relationship between former teachers' rating of the importance of selected satisfiers and the grade they taught.

The grade the teacher taught has a pearson correlation coefficient of $-.12621$ with satisfiers. The null hypothesis

is accepted.

Hypothesis 6 states that there is no significant relationship between former teachers' rating of the importance of selected satisfiers and their years of teaching experience.

The data indicate a correlation coefficient of .00811 with years of experience. The relationship is not significant, hence, the null hypothesis is accepted.

Of the six demographic variables, teacher satisfiers was significantly related with only teacher qualifications (r of $-.19633$ is $> .159$ at $.05$ level). This means that the null hypothesis is rejected only for hypothesis 4 where satisfiers and teacher qualifications are significantly related at $.05$ level. The null hypothesis for the other relationships in hypotheses one, two, three, five, and six are accepted.

In Table 1, the mean for teacher qualifications is 1.57616. This indicates that based on the coding from the TAS (Appendix 10), the average teacher who responded to the survey had a bachelors degree. The standard deviation, which measures the dispersion or spread of the scores or values around the mean score was .61576.

In hypothesis 4, where the selected satisfiers are significantly related to the qualifications of the teacher, the pearson correlation coefficient is negative. This inverse relationship means that in this study, as the

teachers' qualifications were higher, teachers' rating of the importance of selected satisfiers was lower.

Hypotheses seven through twelve relate to dissatisfiers and the selected demographic variables. Results with respect to each hypothesis are shown in Table 2. In Table 2, a relationship is significant at .05 level if $r = .159$ or above, where $N = 151$.

Hypothesis 7 states that there is no significant relationship between former teachers' rating of the importance of selected dissatisfiers and their age.

In Table 2, dissatisfiers has a pearson correlation coefficient of .03307 with age; meaning that the relationship is not significant. Hence, the null hypothesis is accepted.

Hypothesis 8 states that there is no significant relationship between former teachers' rating of the importance of selected dissatisfiers and their sex.

The correlation coefficient for dissatisfiers and sex is .03666 indicating the relationship is not significant. The null hypothesis is accepted.

Hypothesis 9 states that there is no significant relationship between former teachers' rating of the importance of selected dissatisfiers and their race.

Table 2 indicates that dissatisfiers has a pearson correlation coefficient of $-.02258$ with race. The null hypothesis is therefore accepted because the relationship

TABLE 2

TEACHER DISSATISFIERS VS. DEMOGRAPHIC VARIABLES

Variable	Mean	Standard Deviation	Pearson Correlation Coefficient
Age	2.30464	.84848	.03307
Sex	1.87417	.35222	.03666
Race	1.07947	.33711	-.02258
Teacher Qualifications	1.57616	.61576	-.05986
Grade Teacher Taught	1.88079	.81590	-.01331
Years of Experience	3.56954	1.78329	-.10075

* r at .05 level and N = 151 is significant when r = .159 or above.

is not significant.

Hypothesis 10 states that there is no significant relationship between former teachers' rating of the importance of selected dissatisfiers and their qualifications.

The correlation coefficient for dissatisfiers and the teachers' qualifications is $-.05986$, which is not significant. The null hypothesis is therefore accepted.

Hypothesis 11 states that there is no significant relationship between former teachers' rating of the importance of selected dissatisfiers and the grade the teacher taught.

The grade the teacher taught has a pearson correlation coefficient of $-.01331$ with dissatisfiers. The null hypothesis is accepted.

Hypothesis 12 states that there is no significant relationship between former teachers' rating of the importance of selected dissatisfiers and the years of teaching experience.

The data indicate a correlation coefficient of $-.10075$ with years of experience. The relationship is not significant, hence, the null hypothesis is accepted.

Of the six variables in hypotheses 7 through 12, none are significantly related with the dissatisfiers. This means that the null hypotheses are accepted for the dissatisfiers and each of the given demographic variables, as the

relationships are not significant at .05 level.

Hypothesis 13 states that there is no significant relationship between those leaving teaching for personal reasons and their perception of the administrative support of the principal. The data with respect to this hypothesis are shown in Table 3.

In Table 3, teachers' personal reasons for leaving has a pearson correlation coefficient of .25905 with regard to administrative support. The data indicate the null hypothesis is rejected because the relationship is significant at .05 level, as r is higher than .159.

Table 3 also provides additional data for analyzing whether personal reasons for leaving teaching in the school district is significantly related to any of the demographic variables.

For those who left teaching for what they described as personal reasons, we see a correlation coefficient of $-.18331$ with age; $.17744$ with sex; $.10200$ with race; $-.05908$ with teacher qualifications; $-.10621$ with the grade the teacher taught and $-.02669$ with years of experience.

Of these variables, three are significantly related to personal reasons. Administrative support is significantly related with teachers' personal reasons for leaving (r of .25905 is $> .159$ at .05 level) with a mean of 2.43709 and standard deviation of 1.11700. The data indicate that teachers who stated that they left the school district for

TABLE 3

TEACHERS' PERSONAL REASONS FOR LEAVING TEACHING VS.
ADMINISTRATIVE SUPPORT AND DEMOGRAPHIC VARIABLES

Variable	Mean	Standard Deviation	Pearson Correlation Coefficient
Administrative Support	2.43709	1.11700	.25905*
Age	2.30464	.84848	-.18331*
Sex	1.87417	.35222	.17744*
Race	1.07947	.33711	-.10200
Teacher Qualifications	1.57616	.61576	-.05908
Grade Teacher Taught	1.88079	.81590	-.10621
Years of Experience	3.56954	1.78329	-.02669

* r at .05 level and N = 151 is significant when r = .159 or above.

personal reasons also viewed the administration as being supportive. Hence, the null hypothesis is rejected for administrative support and personal reasons, as this positive relationship is significant at .05 level.

Age is also significantly related to the teachers' personal reasons for leaving because r of $-.18331$ is $> .159$ at .05 level. The mean age range of the teachers who participated in the study was 26-35 based on the mean that was 2.30464 and the standard deviation which was .84848. This is an inverse relationship which indicates the older the teacher, the less they left for what they stated were personal reasons. Conversely, the younger the teacher, the more they left the district for personal reasons.

Teachers' sex is also significantly related to their personal reasons for leaving the district. The mean, 1.87417, indicates the average person who participated in the study was female. The standard deviation was .35222. The pearson correlation coefficient is .17744. In the study, male was coded 1 and female was coded 2. The data indicate that females left more for what they stated were personal reasons than males.

Hypothesis 14 states that there is no significant relationship between those leaving teaching for personal reasons and their perception of the school climate. The data with respect to this hypothesis and the additional

TABLE 4

**TEACHERS' PERSONAL REASONS FOR LEAVING TEACHING VS. SCHOOL
CLIMATE AND DEMOGRAPHIC VARIABLES**

Variable	Mean	Standard Deviation	Pearson Correlation Coefficient
Climate	2.57837	.32561	.14005
Age	2.30464	.84848	-.18331*
Sex	1.87417	.35222	.17744*
Race	1.07947	.33711	-.10200
Teacher Qualifications	1.57616	.61576	-.05908
Grade Teacher Taught	1.88079	.81590	-.10621
Years of Experience	3.56954	1.78329	-.02669

* r at .05 level and $N = 151$ is significant when $r = .159$ or above.

demographic information are shown in Table 4.

In Table 4, teachers' personal reasons for leaving has a mean of 2.57837, a standard deviation of .32561, and a pearson correlation coefficient of .14005 with regard to the school's climate. The mean, standard deviation, and the Pearson Product Moment Coefficient remain the same for the demographic variables, as seen in Table 3. For those who left for personal reasons, a correlation coefficient of $-.18331$ with age; $.17744$ with sex; $.10200$ with race; $-.05908$ with teacher qualifications; $-.10621$ with the grade the teacher taught and $-.02669$ with years of experience can be seen.

Based on the coefficients seen in Table 4, it can be seen that climate is not significantly related to teachers' personal reasons for leaving. This means that the null hypothesis is accepted for the school climate scale and personal reasons for leaving. The relationship is not significant at .05 level.

Hypothesis 15 states that there is no significant relationship between those leaving teaching for professional reasons and their perception of the administrative support of the principal. The data with respect to this hypothesis are shown in Table 5. Additionally, the data were further presented to determine if professional reasons for leaving teaching in the school district was significantly related to any of the demographic variables.

In Table 5, teachers' professional reasons for leaving

TABLE 5

**TEACHERS' PROFESSIONAL REASONS FOR LEAVING TEACHING VS.
ADMINISTRATIVE SUPPORT AND DEMOGRAPHIC VARIABLES**

Variable	Mean	Standard Deviation	Pearson Correlation Coefficient
Administrative Support	2.43709	1.11700	-.47363*
Age	2.30464	.84848	-.16589*
Sex	1.87417	.35222	.16607*
Race	1.07947	.33711	-.12920
Teacher Qualifications	1.57616	.61576	-.09041
Grade Teacher Taught	1.88079	.81590	-.11354
Years of Experience	3.56954	1.78329	-.01678

* r at .05 level and N = 151 is significant when r = .159 or above.

has a pearson correlation coefficient of $-.47363$ with regard to administrative support. For those who left teaching for what they described as professional reasons, there is a correlation coefficient of $.16589$ with age; $-.16607$ with sex; $-.12920$ with race; $.09041$ with teacher qualifications; $.11354$ with the grade the teacher taught and $-.01678$ with years of experience.

Of these variables, three are significantly related to professional reasons. Administrative support is significantly related with professional reasons for leaving teaching (r of $-.47363$ is $>$ than $.159$ at $.05$ level). This means that the null hypothesis is rejected for administrative support and professional reasons, as the relationship is significant at $.05$ level.

The data shows an inverse relationship for administrative support vs. professional reasons for leaving. The less teachers departed for what they stated were professional reasons, the more they viewed the administration as being supportive. Conversely, the more teachers departed for what they stated were professional reasons, the less they viewed the administration as being supportive.

Age is significantly related to the teachers' professional reasons for leaving because r of $.16589$ is $>$ $.159$ at $.05$ level. The data indicate a positive correlation

in that the higher the teachers' age, the more they stated that they left for professional reasons. Conversely, the younger the age of the teacher, the less the teacher stated that they left for professional reasons.

A teachers' sex, or gender is significantly related to the teachers' professional reasons for leaving. The pearson correlation coefficient is $-.16607$. This is an inverse relationship which indicates that males (coded 1) left more for what they stated were professional reasons. Females, coded 2 on the other hand, left less for what they stated were professional reasons.

Hypothesis 16 states that there is no significant relationship between those leaving teaching for professional reasons and their perception of the school climate. The data with respect to this hypothesis are shown in Table 6 with additional demographic information.

In Table 6, teachers' professional reasons for leaving has a pearson correlation coefficient of $-.09556$ with regard to their school's climate. For those who left teaching for what they termed as professional reasons, there is a correlation coefficient of $.16589$ with age; $-.16607$ with sex; $-.12920$ with race; $.09041$ with teacher qualifications; $.11354$ with the grade the teacher taught and $-.01678$ with years of experience.

Climate in the school is not significantly related to the teachers' professional reasons for leaving based on the

TABLE 6

**TEACHERS' PROFESSIONAL REASONS FOR LEAVING TEACHING VS.
SCHOOL CLIMATE AND DEMOGRAPHIC VARIABLES**

Variable	Mean	Standard Deviation	Pearson Correlation Coefficient
Climate	2.57837	.32561	-.09556
Age	2.30464	.84848	-.16589*
Sex	1.87417	.35222	.16607*
Race	1.07947	.33711	-.12920
Teacher Qualifications	1.57616	.61576	-.09041
Grade Teacher Taught	1.88079	.81590	-.11354
Years of Experience	3.56954	1.78329	-.01678

* r at .05 level and N = 151 is significant when r = .159 or above.

coefficient seen in Table 6. This means that the null hypothesis is accepted for the school climate scale and their professional reasons for leaving. The relationship is not significant at .05 level. The significant demographic variables, age and sex, remain the same.

RESULTS OF FACTOR ANALYSIS

In correlation of variance, only one variable, teacher qualifications, was related to satisfiers and none with dissatisfiers. It then becomes necessary to determine additional relationships of satisfiers and dissatisfiers with other variables on which data were collected.

Factor analysis was used to further examine these relationships. The results are shown in Appendix 9. Generally, factor analysis is used when there are a larger number of variables and the intention is to group them in sets or factors of highest relationships. The variables were placed in four factors. A variable is placed or loaded in a factor where the correlation coefficient is highest.

In factor I, professional reasons, administrative support, personal reasons, and dissatisfiers are placed. This means that these variables are in the same commune and can be grouped together. It also indicates that teachers who said they left because of professional reasons (negative correlation), also saw the administration as being less supportive and at the same time those who left for personal reasons rated the importance of dissatisfiers lower. This

is also known as the negative r correlation.

Overall, it would appear that teachers do not feel they have administrative support; they tend to feel dissatisfied and hence, leave for professional reasons rather than personal reasons.

In factor II, years of experience, teachers' age and teachers' qualifications are grouped together. This factor indicates there is a strong relationship between these three areas. The older a teacher becomes, the more qualified the teacher is likely to become and the more years of experience a teacher is likely to have.

Factor III includes the sex of the teacher and the grade that the teacher was assigned to teach. This indicates that male teachers (coded 1) are assigned to the higher grades more than females (coded 2). It also means that sex and grade levels are independent of the other factors or the reasons for the teachers leaving.

Factor IV shows the teachers' race, satisfiers and climate grouped together. They have commonality with each other. The data from factor IV indicate that white teachers, coded 2, viewed the school climate negatively and thus were less satisfied. Factor IV also indicates there is no correlation between these variables and any of the other variables in the first three factors.

Summary

The purpose of this study was to determine if there were

relationships between teacher satisfiers, dissatisfiers and other demographic and perception variables. The analysis was done with teacher departers. This chapter presented the statistical analysis of the data to link or reveal relationships between the satisfiers, dissatisfiers and the teacher demographics.

The hypotheses were tested with Pearson's Correlational Coefficient and were shown in the correlational matrix. Further relationships were measured from the results of the factor analysis. An examination of administrative support and school climate was presented as they relate to the personal and/or professional reasons for leaving teaching.

CHAPTER 6

Findings, Conclusions, Implications and Recommendations

Chapter 6 of this study is divided into four parts. The first section summarizes the findings of the study. The second section presents the conclusions while the third section focuses on the implications gleaned from the findings. Recommendations based on the findings from this study are presented in the last section of this chapter.

Findings

There were six research questions that guided this study:

Question One

Is there a significant relationship between teachers' rating of importance of the selected satisfiers and the demographic variables affecting former teachers from a suburban metropolitan school system?

Six hypotheses were related to question one and were examined. The complete list of Pearson Correlation Coefficients are presented in Table 1. Age, sex, race, the grade the teacher taught and the years of experience were not found to be significant at the .05 level with the given

teacher satisfiers. Teacher qualifications, however, was found to be significantly related to the importance rating of the selected teacher satisfiers. Five of the six related hypotheses were accepted while the one hypothesis that addressed teacher qualifications, was rejected.

Question Two

Is there a significant relationship between teachers' rating of the importance of the selected dissatisfiers and the demographic variables affecting former teachers from a suburban metropolitan school system?

Six hypotheses related to question two were examined. The list of Pearson Correlation Coefficients relative to dissatisfiers are presented in Table 2. None of the demographic variables (age, sex, race, teacher qualifications, grade teacher taught and years of experience) were significantly related to the importance rating of the selected dissatisfiers. All six of the hypotheses in the null form were accepted.

Question Three

Is there a significant relationship between those educators leaving teaching for personal reasons in a metropolitan school system and their perception of the administrative support of the principal?

One null hypothesis related to question three was examined. The list of Pearson Correlation Coefficients relative to teachers' personal reasons for leaving vs. the

administrative support of the principal and the demographics are presented in Table 3. Three of the seven variables were found to be significantly related to teachers' personal reasons for leaving. Specifically, administrative support was found to be significantly related to those teachers who left for what they said were personal reasons. Therefore, the null hypothesis was rejected. Age and sex were also found to be significantly related to teachers' personal reasons for leaving.

Question Four

Is there a significant relationship between those leaving teaching for personal reasons in a metropolitan school system and their perception of the school climate?

One null hypothesis related to question four was examined. The list of Pearson Correlation Coefficients relative to teachers' personal reasons for leaving vs. the school climate are presented in Table 4. None of the variables (climate, age, sex, race, teacher qualifications, grade teacher taught and years of experience) were significantly related to the personal reasons for leaving scale, therefore the null hypothesis was accepted.

Question Five

Is there a significant relationship between those educators leaving teaching for professional reasons in a metropolitan school system and their perception of the administrative support of the principal?

One null hypothesis related to question five was examined. The list of Pearson Correlation Coefficients relative to teachers' professional reasons for leaving vs. the administrative support of the principal are presented in Table 5. Three of the seven variables were found to be significantly related to teachers' personal reasons for leaving. Specifically, administrative support was found to be significantly related to those teachers who left for what they said were professional reasons. Therefore the null hypothesis was rejected. Age and sex were also found to be significantly related to teachers' professional reasons for leaving.

Question Six

Is there a significant relationship between those educators leaving teaching for professional reasons in a metropolitan school system and their perception of the school climate?

One null hypothesis related to question six was examined. The list of Pearson Correlation Coefficients relative to teachers' professional reasons for leaving vs. the school climate are presented in Table 6. None of the variables (climate, age, sex, race, teacher qualifications, grade teacher taught and years of experience) were significantly related to the professional reasons for leaving scale, therefore, the null hypothesis was accepted.

Conclusions

When analyzing the results from the data generated from research questions one and two, one sees a total of six null hypotheses comparing the importance rating of teacher satisfiers with each demographic variable. There was not a significant relationship found in five of the six hypotheses (Table 1).

In analyzing the results from the data concerning teacher dissatisfiers, all of the hypotheses in the null form were accepted.

In combining the six hypotheses in the null form which related to the satisfiers with the six hypotheses in the null form which related to dissatisfiers, we see a total of twelve hypotheses. Of these twelve hypotheses, the data indicate that there is no significant relationship with eleven of the twelve areas that were analyzed. Teacher qualifications which was significant to the satisfier scale, was the only variable that was significantly related to either the satisfier or dissatisfier scale.

Minimal relationships were found when analyzing the importance of satisfiers and dissatisfiers with the demographic variables from teachers who had resigned. This allows the researcher to conclude that there tends to be little linkage between on the job factors, whether they are satisfying or dissatisfying, with the demographic groups of

age, sex, race, grade the teacher was assigned to teach and the years of experience the teacher possesses.

The exception is teacher qualifications, where we see a significant relationship with the importance of teacher satisfiers. One may conclude that there is a relationship in the importance of the selected satisfiers and the more qualified teacher.

More information is suggested from the data that were received from questions three and five. The data indicate that there is a relationship between administrative support, age, and sex with those teachers who said they departed for personal reasons and professional reasons.

No significance was found with any of the variables that related to questions four and six. These questions sought to reveal a relationship between school climate and the demographic variables from teachers who said they departed for personal as well as professional reasons.

The data indicate a positive significant relationship between perceived administrative support and a teachers' personal reasons for leaving the system and a negative significant relationship between perceived administrative support and a teachers' professional reasons for leaving the system.

Strong relationships were seen when factor analysis was used to further examine the relationships of the variables. Professional reasons, administrative support, personal

reasons, dissatisfiers and satisfiers were all grouped together in factor one.

Factor two included years of experience, teachers' age, and teachers' qualifications. The sex of the teacher and the grade the teacher is assigned to teach are grouped together in the same commune under factor three.

Race, satisfiers and climate are the only variables that have no commonality with any of the other variables. They are placed in factor four.

Implications

Based on the findings from this study, several implications are indicated:

1. Little emphasis should be placed in linking or relating the demographic variables of age, sex, race, the grade to which the teacher is assigned to teach and the years of experience with either satisfiers or dissatisfiers. These variables are not significant. The only variable that was significant of all the demographic variables on either scale was teacher qualifications. The more qualified the teachers, the lower they scored on the satisfaction scale.

2. Based on the significance that was shown between administrative support vs. professional reasons for leaving, it can be seen that the more support an administrator gives, the less the teacher tends to leave for professional reasons. Ironically, the more support the administrator provides, the more the teacher left for personal reasons

rather than professional reasons.

The data also indicated a similar relationship with age and personal/professional reasons for leaving. The data revealed the higher the teachers' age, the less they left for personal reasons. However, the older the teachers were, the more they left for professional reasons.

3. The data indicate in the factor analysis that the more positive the school climate, the more favorably the score regarding the importance of satisfiers. If teachers perceive the school climate to be positive, the more likely they will be satisfied and will not resign for professional reasons.

Recommendations

The researcher believes there is little that one can do to impact the personal reasons that teachers have for leaving a school district. Personal illnesses, spousal change in jobs, etc. will always pervade the society and often, the circumstances will not afford the teacher an opportunity of choice in the situation.

Professional reasons for resigning, however, gives a person more latitude in making the decision. If school districts can impact the numbers of teachers who choose to resign due to professional differences, a significant number of teaching positions will be saved yearly and the attrition rate will be reduced.

Based on the findings from this study, the following

recommendations are made:

1. Since the higher qualified teachers (in terms of educational attainment) are more apt to leave the teaching field for professional reasons (rather than personal reasons), more support and opportunities should be provided for these veterans. Local administrators should empower these veterans and incorporate them into the infrastructure of the school. System administrators are challenged to determine meaningful factors that will encourage these professionals to stay in teaching.

2. Since a significance between teacher qualifications and their rating of importance of satisfiers is seen, more research should be completed in the area of teacher attrition relative to satisfiers and the more veteran teacher.

3. Administrators should do everything possible to promote a positive school climate. Significance is seen between the importance of selected satisfiers and school climate. Contributing factors to a positive school climate include effective discipline and instruction within the school.

Administrators should have a clear and proactive stance toward student discipline. There is a clear correlation between the number of discipline occurrences and job satisfaction and dissatisfaction. There should be clear consequences for offenders and rewards, incentives or other

positive reinforcers for those who follow the rules.

A strong instructional program should be the focal point for every school in order to impact achievement. There is a high positive correlation between teaching satisfaction and high achievement in the school. School programs should promote high student achievement.

4. Since race and climate were found to have high loading in factor 4 of the factor analysis, diversity training should be incorporated in the staff development training to promote a positive school climate. Since the data reveal that white teachers left more often and were unsatisfied with the school climate, this training would especially be useful if the teacher is instructing minorities.

5. Because administrative support was found to be significantly related to teachers' professional reasons for leaving, the principal should provide meaningful support toward teachers. The system should make available sensitivity and human relations training to administrators through quarterly meetings and through periodic staff development.

Summary

Chapter six was divided in four major parts. A discussion of the findings and conclusions from the study were presented. Implications were presented and

recommendations, based on the findings, were highlighted in the final portion of the study.

APPENDICES

APPENDIX 1
TEACHER ATTRITION SURVEY (TAS)

APPENDIX 1

TEACHER ATTRITION SURVEY (TAS)

Part I

Teachers have found the following list of factors to be dissatisfying. In terms of importance, please rate each dissatisfier on a scale of 1 through 5 with 1 being least dissatisfying and 5 being most dissatisfying. This rating should be based on your last teaching experience with DeKalb County.

- _____ Low Salary
- _____ No Possibility of Growth
- _____ Low Status
- _____ Lack of Recognition
- _____ Incompetent Administration
- _____ Lack of Parental Support
- _____ Poor Working Conditions
- _____ No Job Security
- _____ School Policies
- _____ County Policies
- _____ Poor Relationship with
Colleagues
- _____ Discipline Problems
- _____ Unmotivated Students
- _____ Grade Level or Subject Assignment

Teachers have found the following list of factors to be satisfying. In terms of importance, please rate each satisfier on a scale of 1 through 5 with 1 being least satisfying and 5 being most satisfying. This rating should be based on your last teaching experience with DeKalb County.

- _____ Recognition
- _____ Work itself
- _____ Responsibility
- _____ Achievement
- _____ Possibility for Advancement
- _____ Feeling of Accomplishment
- _____ Teaching a Value to Society
- _____ Flexible Working Time (summers and holidays off)
- _____ Good Job Security
- _____ Interaction with Children
- _____ Salary

Part II

Please respond to the following statements with respect to your former school situation.

- | | |
|---------------------|------------------------------|
| 1 - Rarely Occurred | 2 - Sometimes Occurred |
| 3 - Often Occurred | 4 - Very Frequently Occurred |

(Please circle one)

- | | | | | |
|--|---|---|---|---|
| 1. The principal used constructive criticism | 1 | 2 | 3 | 4 |
| 2. The principal complimented teachers | 1 | 2 | 3 | 4 |
| 3. The principal listened to and | 1 | 2 | 3 | 4 |

accepted teachers' suggestions

- | | | | | |
|--|---|---|---|---|
| 4. The principal monitored everything teachers did | 1 | 2 | 3 | 4 |
| 5. The principal ruled with an iron fist | 1 | 2 | 3 | 4 |
| 6. The principal (or other designated persons) checked plans | 1 | 2 | 3 | 4 |
| 7. Teachers were burdened with paperwork | 1 | 2 | 3 | 4 |
| 8. Routine duties interfered with the job of teaching | 1 | 2 | 3 | 4 |
| 9. Teachers had too many committee requirements | 1 | 2 | 3 | 4 |
| 10. Teachers helped and supported others | 1 | 2 | 3 | 4 |
| 11. Teachers respected the professional competence of their colleagues | 1 | 2 | 3 | 4 |
| 12. Teachers accomplished their work with vim, vigor, and pleasure | 1 | 2 | 3 | 4 |
| 13. Teachers socialized with each other | 1 | 2 | 3 | 4 |
| 14. Teacher's closest friends were other faculty members at this school | 1 | 2 | 3 | 4 |
| 15. Teachers had parties with each other | 1 | 2 | 3 | 4 |
| 16. Faculty meetings were useless | 1 | 2 | 3 | 4 |
| 17. There was a minority group of teachers who always opposed the majority | 1 | 2 | 3 | 4 |
| 18. Teachers rambled when they talked at faculty meetings | 1 | 2 | 3 | 4 |

Part III DEMOGRAPHIC SECTION**A. Age Range**

25 or under
 26 - 35
 36 - 45
 46 - 55
 56 - 65
 65 or over

B. Sex

Male
 Female

C. Race

White
 Black
 Other

D. Highest Degree

B.A. or B.S.
 M.A. or M.S.
 Ed. S.
 Ph.D. or Ed. D.

E. Last Grade Level Taught

K, 1, 2, or 3
 4, 5, 6, or 7
 High School

F. Your Years of Experience at the Time you Resigned

1. To what extent was your resignation from DeKalb based on personal reasons, such as pregnancy, relocation to another city, or ill-health?

1 2 3 4

(No Extent)

(Greatest Extent)

2. To what extent was your resignation from DeKalb based on professional reasons, such as poor relationships on the job, unsatisfactory administration, etc.?

1 2 3 4

(No Extent)

(Greatest Extent)

3. Are you teaching now or will you teach next school year, if offered a position?

Yes

No

4. If given the opportunity to return to your former school, in the same position, would you do so?

_____ Yes

_____ No

5. If given the opportunity to return to the school district, but to another school, would you do so?

_____ Yes

_____ No

6. Did the teacher lottery from two years ago impact your resignation decision?

_____ Yes

_____ No

7. Were you transferred at any time as a result of the teacher lottery?

_____ Yes

_____ No

8. What was the approximate achievement level of the students in your school?

_____ low

_____ average

_____ high

9. How would you rate the administrative support in your school?

_____ Poor

_____ Fair

_____ Good

_____ Excellent

10. Were you satisfied with the grade level and/or the subject matter that you were assigned to teach?

_____ Yes

_____ No

11. How would you rank the occurrences of discipline problems at your school?

_____ low

_____ average

_____ high

APPENDIX 2
LETTER REQUESTING PERMISSION TO CONDUCT STUDY

APPENDIX 2

March 23, 1989

Dr. Edward Bouie, Sr.
DeKalb School System
3770 North Decatur Road
Decatur, GA 30032

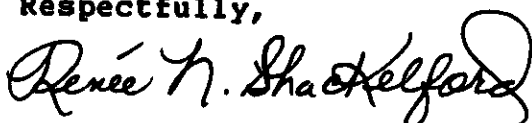
Dear Dr. Bouie;

I am a doctoral student at Clark Atlanta University and have submitted a proposal for further study to my committee members. This study, entitled An Investigation of Teacher Attrition Relative to Teacher Satisfiers, Dissatisfiers, and Specific Demographic Variables, has been accepted by the committee, pending certain revisions, corrections, and additions which have now been completed.

I request your permission to survey teachers who have resigned from our system between January, 1988 and January, 1989 with the understanding that our system would remain totally anonymous throughout the dissertation and that the confidentiality of this information will be maintained.

I have always had a love for the teaching profession and have therefore been concerned about the exodus that we have historically seen in our profession. The study that I have chosen would give timely resultant information, particularly in light of the current teacher shortage. It would be useful on both the local level and on the statewide level. It is my hope that the information to be gleaned from this research will further help DeKalb bring teachers and administrators one step closer to realizing our mutual goal of improved instruction.

Respectfully,



Renee N. Shackelford
Administrative Assistant
Stoneview Elementary School

5439 Golfcrest Circle
Stone Mountain, GA 30088

APPENDIX 3
LETTER GRANTING PERMISSION TO CONDUCT THE STUDY

DeKalb County School System



BOARD OF EDUCATION MEMBERS

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3770 NORTH DECATUR ROAD, DECATUR, GA 30032

March 27, 1989

Memorandum To: Renee N. Shackelford

From: Edward L. Bouie, Sr. *ELB*

Reference: Research Project

This letter serves as permission for you to conduct your research project in the DeKalb School District.

As you know, our major focus in the school system is to raise the level of student achievement, therefore, you are expected to adhere to the following criteria:

1. There must be an anonymity of the school system personnel that may be used in the research.
2. You cannot interfere nor take away any instructional time of students and teachers.
3. A completed copy of the results should be filed with my office.

You will be under the direction of Dr. Null Tucker, Department of Research and Evaluation. When you are ready to begin your research, please contact him at 292-6613.

If I may be of further help, please let me know.

ELB:ocb

Copy to Dr. Null Tucker

THE SCHOOL CANNOT LIVE APART FROM THE COMMUNITY

APPENDIX 4
RESEARCH CODES

APPENDIX 4

RESEARCH CODES

CLIMATE	School Climate
PREASON	Personal Reasons for Resignation
PROFREA	Professional Reasons for Resignation
TINTERES	Teacher's Interest in Returning to Work
TLOTTERY	Effect of Teacher Lottery
SCHACH	School Achievement Level.
ADMINSUP	Administrative Support from Principal
GRADESAT	Teacher Satisfaction of Grade Assignment
DISC	Discipline Occurrences as Perceived by the Teacher
DISSATIS	Teacher Dissatisfiers
SATISFY	Teacher Satisfiers
AGE	Teacher's Age
SEX	Teacher's Gender
TRACE	Teacher's Race
TQUAL	Teacher's Educational Qualifications
GRTEACH	Teacher's Grade Where Last Taught
YRSEXP	Years of Experience

APPENDIX 5
INITIAL LETTER TO TEACHERS

APPENDIX 5

5439 Golfcrest Circle
Stone Mountain, GA 30088
February, 1992

Dear Fellow Educator;

I am a graduate student currently enrolled in a doctoral program at Clark Atlanta University and am the principal at Flat Shoals Elementary School. As part of the requirement for this degree, I am conducting a study on teacher attrition. Moreover, I am interested in how this attrition rate relates to teacher satisfiers, dissatisfiers, and specific demographic variables for educational professionals who decided to resign from the DeKalb School System effective June, 1991. The results of this study will be reported as partial fulfillment of the requirements for this degree. I am soliciting your participation in this study.

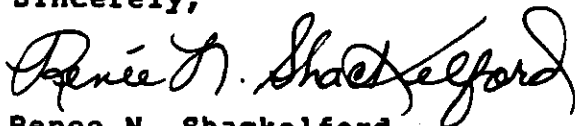
This study will be conducted by collecting survey responses from educators, like yourself, who have resigned from schools within the DeKalb School System. The research plan has been designed so that other researchers will be blinded to the identity of individual responses from the questionnaire. At no time will this investigation reveal the identity of any individual participating in the study. The information that you submit will be kept totally confidential. The surveys are coded for the sole purpose of identifying nonrespondents so that a follow-up letter can be sent to them.

I assure you that I will be the only person with access to the coded list and that it will be destroyed immediately after the questionnaires are returned. The unit of analysis is not individual but group. Upon request, results of the study may be obtained from me.

I am requesting your assistance in this endeavor. Since time is of the essence, I would like to collect as many responses from teachers that I possibly can. Approximately 10 minutes will be needed to complete the questionnaire. Would you please complete and return the questionnaire within one week and return it to me via U.S. mail in the enclosed stamped envelope?

Thank you in advance for your cooperation. I sincerely appreciate your help. Please feel free to call me at work (241-6832) or at home (987-9750) if you have questions.

Sincerely,

A handwritten signature in cursive script, reading "Renee N. Shackelford". The signature is written in dark ink and is positioned above the printed name.

Renee N. Shackelford

APPENDIX 6
FOLLOW-UP LETTER TO TEACHERS

APPENDIX 6

5439 Golfcrest Circle
Stone Mountain, GA 30088
March 23, 1992

Dear Fellow Educator;

Early in March, I mailed you a survey regarding teacher attrition. I am specifically looking at how the attrition rate from former DeKalb educators relates to teacher satisfiers, dissatisfiers and specific demographic variables. I have been very pleased with the number of educators who have sent in their input. I truly would like to have as many former DeKalb educators represented as possible. Your opinion does make a difference.

I am sending another form in the event that yours has gone astray. As soon I receive your completed questionnaire, I will destroy the number listed on the survey. This is only for my personal use in checking who has responded. No one will ever know which survey or opinion is yours. I assure you that I will keep your information completely confidential.

Please take the time to complete and return your questionnaire to me. I will sincerely appreciate it and I believe it may make a significant contribution to the betterment of our profession.

In the event that our letters crossed in the mail, feel free to use the attached stamp for yourself.

Sincerely,



Renee N. Shackelford
(404) 987-9750

APPENDIX 7
DISTRIBUTION AND RETURN OF SURVEYS

APPENDIX 7

DISTRIBUTION AND RETURN OF SURVEYS

# OF SURVEYS SENT	# RETURNED	% RETURNED
294	151	51%

APPENDIX 8
PEARSON CORRELATION MATTRIX

29-JUN-92 SPSS RELEASE 4.1 FOR VAX/VMS
15:09:45 MOREHOUSE COLLEGE

ON MHOUSE1:

VMS V5.4

----- FACTOR ANALYSIS -----

ANALYSIS NUMBER 1 LISTWISE DELETION OF CASES WITH MISSING VALUES

	MEAN	STD DEV	LABEL
CLIMATE	2.57037	.32561	
PREASON	2.76159	1.33021	
PROFREAS	2.33113	1.22050	
ADMINSUP	2.43709	1.11700	
DISSATIS	2.69111	.69466	
SATISFY	3.52378	.60791	
AGE	2.30464	.84848	
SEX	1.67417	.35222	
TRACE	1.07947	.33711	
TQUAL	1.57616	.61576	
GRTEACH	1.88079	.81590	
YRSEXP	3.56954	1.78329	

NUMBER OF CASES = 151

CORRELATION MATRIX:

	CLIMATE	PREASON	PROFREAS	ADMINSUP	DISSATIS	SATISFY	AGE
CLIMATE	1.00000						
PREASON	.14005	1.00000					
PROFREAS	-.09586	-.06144	1.00000				
ADMINSUP	.12210	.45905	-.47363	1.00000			
DISSATIS	-.04677	-.32759	.31858	-.45327	1.00000		
SATISFY	.24270	.21391	-.27452	.27913	-.32749	1.00000	
AGE	-.03068	-.18331	.16589	-.01481	.03307	-.04704	1.00000
SEX	.03811	.17744	-.16607	-.07956	.03666	.15135	-.04934
TRACE	-.03350	.10200	-.12920	.08418	-.02258	-.06252	.00803
TQUAL	.01150	-.05908	.09041	.01913	-.05986	-.19633	.38914
GRTEACH	-.05801	-.10621	.11354	.09413	-.01331	-.12621	.13948
YRSEXP	-.03062	-.02669	-.01678	.15198	-.10075	.00811	.64681

	SEX	TRACE	TQUAL	GRTEACH	YRSEXP
SEX	1.00000				
TRACE	.08478	1.00000			
TQUAL	-.09384	.19546	1.00000		
GRTEACH	-.26132	.10739	.17743	1.00000	
YRSEXP	.02394	-.00925	.40950	.20734	1.00000

APPENDIX 9
FACTOR ANALYSIS

FACTOR ANALYSIS

ROTATED FACTOR MATRIX

	FACTOR 1	FACTOR 2	FACTOR 3	FACTOR 4
PROFREAS	<u>-.80777</u>	.09689	-.23468	-.05941
ADMINSUP	<u>.72819</u>	.08995	.27510	-.15038
PREASON	<u>.72325</u>	-.12030	.29714	.09477
DISSATIS	<u>-.66682</u>	-.07434	.20346	.21432
YRSEXP	.08566	<u>.87356</u>	-.02237	-.07465
AGE	-.15115	<u>.85516</u>	-.02111	-.08533
TQUAL	.02118	<u>.66646</u>	-.11716	.32358
SEX	.07066	.06206	<u>.82581</u>	.03167
GRTEACH	.04549	.21795	<u>-.63904</u>	.24369
TRACE	.26824	.08282	.10246	<u>.70862</u>
SATISFY	.43530	-.02217	.16457	<u>-.59489</u>
CLIMATE	.17903	.02969	.11561	<u>-.42792</u>

*The underlined coefficients represent variables with statistical commonalities in the relationship to one another and the dependent variable, personal and/or professional reasons for leaving teaching.

LEGEND: PROFREAS	Professional Reasons for Resignation
ADMINSUP	Administrative Support
PREASON	Personal Reasons for Resignation
DISSATIS	Dissatisfiers
YRSEXP	Years of Experience
AGE	Age
TQUAL	Teacher's Qualifications
SEX	Sex
GRTEACH	Grade the Teacher Taught
TRACE	Teacher's Race
SATISFY	Satisfiers
CLIMATE	School Climate

APPENDIX 10
SCALE CODING

Scale Coding for TAS

Variable	Scale	Code
Age Range (AGE)	25 or under	1
	26-35	2
	36-45	3
	46-55	4
	56-65	5
	65 or over	6
Sex (SEX)	Male	1
	Female	2
Teacher Race (TRACE)	Black	1
	White	2
	Other	3
Highest Degree (TQUAL)	Bachelor	1
	Master	2
	Specialist	3
	Doctorate	4
Last Grade Level Taught (GRTEACH)	K, 1, 2, or 3	1
	4, 5, 6, or 7	2
	High School	3
Years of Experience (YRSEXP)	1 or less	1
	2-3	2
	4-5	3
	6-7	4
	8-12	5
	13-17	6
	18 or more	7

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